**Turangawaewae: Identity**

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| Macintosh HD:Users:joannapascoe:Desktop:images.jpeg | **Subject: English** |
| **Junior (Year 10)** |
| **“Holes”**  **A differentiated unit** |
| **Author: Joanna Pascoe** |

1. **Thinking about this unit**

This is a reading and viewing unit for the beginning of the year. It uses the extended text ‘Holes’ by Louis Sachar to focus on a range of themes that emerge from the central idea of ancestral destiny versus taking charge of your life. Such sub themes might include questions that explore justice and the justice system, child criminals, innocence, imprisonment, the role of family, homelessness, inventors, bullying, literacy, curses and rituals, and historical racism. For those interested in gender studies, Louis Sachar portrays a range of women from the pretty airhead – Myra, the maternal and caring Yelnats’ mothers, the agentic outlaws Kissing Kate Barlow, and the Warden and the final heroine Ms Morengo.

Rhetorical questions: ‘Who has the locus of control?’ the individual, society or fate/destiny.

It provides an opportunity to:

* **Get to know students, and their strengths**
* **Gather information about reading attitudes and skills**
* **Complete an extended text**
* **Compare a written text to a visual text**
* **Think about philosophical questions**
* **Complete a variety of written and oral tasks on Plot, Setting and Character through the lens of Bloom’s Taxonomy**
* **Introduce and consolidate prior knowledge of the paragraph and essay**

**“Holes” - Differentiated Unit**

**YEAR: 10 CURRICULUM LEVEL: 5 DURATION: 9 WEEKS**

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| **Introduction** |
| The main purpose of the unit is that individual students will successfully complete the reading of an extended text, entering into the world created by the author, either through critical thinking or by making personal links to characters, places and circumstances. Knowledge of the story is consolidated and compared to it’s visual counterpart. Students will demonstrate their deep understanding of the many layers of the story through their selection of and engagement with a range of learning activities that focus on Plot, Setting and Character, utilising Bloom’s taxonomy of thinking.  Student autonomy through self management and opportunities for student leadership will be encouraged, as will developing a learning community with peer support within the classroom. |

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| **Values highlighted in this unit** | **How students will be encouraged to develop the selected value or values during the unit** |
| **Tumanako (hope/aspirations)**  Whanaungatanga (building relationships)❑  Kotahitanga (unity) ❑  Rangatiratanga (self determination) ❑ | The main purposes of this unit are:   1. To encourage all students to complete the extended text. Watching the film is secondary to this goal. 2. To develop independent work habits, including the ability to select and complete a variety of tasks to a high standard reflecting depth of thought. 3. To provide a wide range of activities and choice so that students may pursue areas of interest and expertise and also discover and develop new ones. 4. To promote and foster life-long enjoyment of reading. |
| **Pono (being true to ourselves)**  Tika (honesty) ❑  Wairuatanga (spiritual well being) ❑ |
| **Aroha (love)**  Manaakitanga (hospitable and respectful) ❑  Awhinatanga (being of service) ❑  Tiakitanga (taking care) ❑ |
| **Ako (teaching and learning)**  Tikanga (custom and practice) ❑  Matauranga (knowledge) ❑ |

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| **Key competencies highlighted**  **in this unit** | **How students will be encouraged to develop the selected competency or competencies during the unit** |
| Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage❑ | The ability to manage self will be essential in this unit as students will be working at different speeds, on different tasks.  A learning community within the classroom encouraging participation will be established, one such opportunity could be a group activity, where a panel of characters from Camp Green Lake will be interviewed demonstrating students understanding of different characters and their different viewpoints.  Students will reflect on their learning by completing an oral survey - “a highlight of my learning” – at the end of the unit. |
| Relating to others – listen actively, recognise  different points of view, negotiate, share ideas. ❑ |
| Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member. ❑ |
| Thinking – using creative, critical, meta-cognitive and reflective processes, drawing on personal knowledge and intuitions.❑ |
| Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding. ❑ |

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| **ACHIEVEMENT OBJECTIVES** | |
| **Making meaning**  ***Listening***  ***Reading Viewing*** | **Creating meaning**  ***Speaking Writing Presenting*** |
| Processes and strategies ❑  Integrates prior knowledge purposely and confidently to make sense of text  Thinks critically about texts with understanding and confidence | Processes and strategies ❑  Seeks feedback and makes changes to texts to improve clarity, meaning and effect |
| Purposes and audiences ❑  Identifies particular points of view within texts | Purposes and audiences ❑ |
| Ideas ❑  Makes meaning by understanding increasingly comprehensive ideas in texts and links between them  Recognises that there may be more than one reading within a text | Ideas ❑  Develops and communicates increasingly comprehensive ideas, information, and understandings |
| Language features ❑ | Language features ❑  Uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively and with increasing accuracy |
| Structure ❑ | Structure ❑  Achieves a sense of coherence and wholeness when constructing texts  Organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms |

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| **LEARNING OUTCOMES**  **Students will …** | **HOW STUDENTS WILL LEARN**  **For example, through the use of effective literacy strategies, thinking tools, co-operative activities …** |
| Read an extended text with understanding and enjoyment | * Silent reading/listening to or reading the text aloud * Watching the film for consolidation of the story, noticing differences between written and visual text and critically thinking about why these differences exist * Students utilise Bloom’s Taxonomy and levels of thinking, and encouraged to choose a range of activities in this unit that will ensure they are using “higher level thinking” * Goal-setting modelled * Use thinking tools, including Venn diagrams, SWOT analysis… * Peer support encouraged through group work * Evaluation of a positive sense of learning that has occurred will conclude the unit |
| Compare and contrast the book with the film |
| Understand “Levels of Thinking” (Bloom’s Taxonomy) and apply their knowledge to their own learning |
| Write in a range of styles, these may include, paraphrasing, a paragraph that describes a character, appropriate open-ended interview questions, a recipe, a formal letter to the editor, a rap/song, a damage assessment report, a four paragraph response essay including an introduction and a conclusion |
| Manage self and time to complete a range of self-selected activities and meet deadlines |
| Use a number of thinking tools appropriately |
| Create a comic strip of the sub-plot of Myra and Elya Yelnats this establishes the curse from Madame Zeroni - group work |
| Use the research process to explore an inventor of their own selection |
| Evaluate own learning |

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| **KEY VOCABULARY** | | |
| Novel – plot, sub-plot, justify, character, setting  Bloom’s Taxonomy - Remember, Understand, Apply, Analyse, Evaluate, Design | | |
| **ASSESSMENT**  **Note: “Assessment” is not synonymous with formal testing** | | |
| **Diagnostic**  ***What do they know?***  ***What can they do?*** | **Formative**  ***Individual and group feedback & feedforward -***  ***What are they learning?***  ***What do they need to learn?*** | **Summative**  ***What have they learned?***  ***Can the students explain how they learned it? (Opportunities for metacognition and student evaluation of activities.)*** |
| Quantitative data  PAT data  e-AsTTle data  Schonell spelling data  running records (where necessary)  Qualitative data:  Attitudes to reading (e-AsTTle)  Student responses …. | Teacher monitors and encourages students participation in reading and writing goals | **Evaluation:**  Teacher to assess writing and oral responses graded with achieved, merit, excellence or not achieved |

**HOLES ASSIGNMENT**

**PRE-READING ACTIVITIES**

**Listening**

Play Bob Dylan’s ‘Hurricane’ and follow the lyrics gap-fill. Outline the storyline and Bob Dylan’s viewpoint.

**Research Project**

Find articles about **Juvenile Offenders** who have been convicted.

Identify the crimes committed and the punishments received.

Choose one juvenile conviction and write a paragraph in the space below summarising the following:

Who was involved, what happened, where did it happen, when did it happen and why did it happen.

Does the punishment fit the crime?

What do you think would be an appropriate punishment?

Should juveniles be tried as adults? Why? Why not?

**Year 10 Holes Pre-Reading**

Read the newspaper article describing Peter Jackson’s rescue of Damien Echols, an innocent criminal, from death row.

Identify the aspects of the story using the table below.

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| Who |  |
| What |  |
| When |  |
| Where |  |
| Why |  |

Write a paragraph paraphrasing the event in your own words.

**READING ACTIVITIES**

Answer comprehension questions after reading a cluster of chapters.

Draw a yellow-spotted lizard based on the description in the story.

Draw a front cover of a new publication of *Holes.*

Brainstorm the story as a mind map

Pair or Group Work:

After reading the Unfortunate Romance of Elya and Myra:

(Elya aka “my no-good-dirty-rotten-pig-stealing-great-great grandfather”)

1. Cut up the story so students can put the tale into the correct sequence
2. Students fill in the gaps for the Cloze (easy or more difficult)
3. Re-tell the story in the present tense as a comic strip.
4. Elya Yelnats, 15, fell in love with Myra, 14, in Latvia. He approached her father to ask for her hand in marriage. Unfortunately, Myra’s father wanted her to marry Igor, 56. Igor had a fat pig, which made him the favoured suitor.
5. Elya asked his friend, Madame Zeroni, the old Egyptian cripple, for advice. She told Elya to forget Myra, an empty-headed girl and to travel to America instead.
6. Elya remained determined to marry the beautiful Myra.
7. Madame Zeroni felt sorry for Elya and offered help. She instructed him to take her piglet runt up the mountain daily, and let it drink from the mountain stream while singing a special song to it. He agreed to do this every day, including the wedding day, and to finally take Madame Zeroni up the mountain too.
8. Elya followed Madame Zeroni’s instructions and the pig grew fatter. Elya grew stronger, carrying a growing pig up the mountain. Not wanting to smell like a pig, he decided not to take the pig up the mountain on the wedding day. As a result of his decision, his pig weighed exactly the same as Igor’s pig.
9. Unable to choose between suitors with the same-sized pigs, Myra’s father let Myra decide her future husband for herself. She wasn’t able to choose between Elya, 15 and Igor, 56!
10. Elya realized that Madame Zeroni was right – Myra’s head was as empty as a flowerpot and she did not love him.
11. Leaving his pig with the happy couple, Elya went to the dock in disgust, and took a job as a deckhand on a passage to America. Out at sea, he remembered too late his forgotten promise to Madame Zeroni! Curses!

CUT UP FOR SEQUENCING ACTIVITY

Elya Yelnats, 15, fell in love with Myra, 14, in Latvia. He approached her father to ask for her hand in marriage. Unfortunately, Myra’s father wanted her to marry Igor, 56. Igor had a fat pig, which made him the favoured suitor.

Elya asked his friend, Madame Zeroni, the old Egyptian cripple, for advice. She told Elya to forget Myra, an empty-headed girl and to travel to America instead.

Elya remained determined to marry the beautiful Myra.

Madame Zeroni felt sorry for Elya and offered help. She instructed him to take her piglet runt up the mountain daily, and let it drink from the mountain stream while singing a special song to it. He agreed to do this every day, including the wedding day, and to finally take Madame Zeroni up the mountain too.

Elya followed Madame Zeroni’s instructions and the pig grew fatter. Elya grew stronger, carrying a growing pig up the mountain. Not wanting to smell like a pig, he decided not to take the pig up the mountain on the wedding day. As a result of his decision, his pig weighed exactly the same as Igor’s pig.

Unable to choose between suitors with the same-sized pigs, Myra’s father let Myra decide her future husband for herself. She wasn’t able to choose between Elya, 15 and Igor, 56!

Elya realized that Madame Zeroni was right – Myra’s head was as empty as a flowerpot and she did not love him.

Leaving his pig with the happy couple, Elya went to the dock in disgust, and took a job as a deckhand on a passage to America. Out at sea, he remembered too late his forgotten promise to Madame Zeroni! Curses!

CLOZE: Easy

Elya Yelnats, 15, fell in love with Myra, 14, \_\_\_\_\_\_\_ Latvia. He approached her father to ask for her \_\_\_\_\_\_\_\_\_\_ in marriage. Unfortunately, Myra’s father wanted her to marry \_\_\_\_\_\_\_\_\_\_\_, 56. Igor had a fat pig, which made him \_\_\_\_\_\_\_\_\_\_\_\_\_ favoured suitor.

Elya asked his friend, Madame Zeroni, the \_\_\_\_\_\_\_\_\_\_\_\_ Egyptian cripple, for advice. She told Elya to forget \_\_\_\_\_\_\_\_\_\_\_\_\_, an empty-headed girl and to travel to America instead.

Elya \_\_\_\_\_\_\_\_\_\_\_\_ determined to marry the beautiful Myra.

Madame Zeroni \_\_\_\_\_\_\_\_ sorry for Elya and offered help. She instructed him \_\_\_\_\_\_\_\_\_\_\_ take her piglet runt up the mountain daily, and let \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drink from the mountain stream while singing a special \_\_\_\_\_\_\_\_\_\_\_\_\_ to it. He agreed to do this every day, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the wedding day, and to finally take Madame \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up the mountain too.

Elya followed Madame Zeroni’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the pig grew fatter. Elya grew stronger, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a growing pig up the mountain. Not wanting to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like a pig, he decided not to take the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up the mountain on the wedding day. As a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of his decision, his pig weighed exactly the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Igor’s pig.

Unable to choose between suitors with the same-sized pigs, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ father let Myra decide her future husband for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She wasn’t able to choose between Elya, 15 and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 56!

Elya realized that Madame Zeroni was right – Myra’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was as empty as a flowerpot and she did \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ love him.

Leaving his pig with the happy couple, Elya went \_\_\_\_\_\_\_\_\_ the dock in disgust, and took a job as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ deckhand on a passage to America. Out at sea, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ remembered too late his forgotten promise to Madame Zeroni! Curses!

CLOZE: Medium

Elya Yelnats, 15, \_\_\_\_\_\_\_ in love with Myra, 14, \_\_\_\_\_\_\_ Latvia. He approached \_\_\_\_\_\_\_\_\_\_ father to ask for her \_\_\_\_\_\_\_\_\_\_ in marriage. Unfortunately, Myra’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ wanted her to marry \_\_\_\_\_\_\_\_\_\_\_, 56. Igor had a fat \_\_\_\_\_\_\_\_\_\_, which made him \_\_\_\_\_\_\_\_\_\_\_\_\_ favoured suitor.

Elya asked his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Madame Zeroni, the \_\_\_\_\_\_\_\_\_\_\_\_ Egyptian cripple, for advice. She told Elya to forget \_\_\_\_\_\_\_\_\_\_\_\_\_, an empty-headed girl and to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to America instead.

Elya \_\_\_\_\_\_\_\_\_\_\_\_ determined to marry the beautiful Myra.

Madame Zeroni \_\_\_\_\_\_\_\_ sorry for Elya and offered help. She instructed him \_\_\_\_\_\_\_\_\_\_\_ take her piglet runt up the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ daily, and let \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drink from the mountain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ while singing a special \_\_\_\_\_\_\_\_\_\_\_\_\_ to it. He agreed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this every day, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the wedding day, and to finally take Madame \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up the mountain too.

Elya followed Madame Zeroni’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the pig grew \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Elya grew stronger, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a growing pig up the mountain. Not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like a pig, he decided not to take the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ up the mountain on the wedding day. As a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of his decision, his pig \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ exactly the same \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Igor’s pig.

Unable to choose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ suitors with the same-sized pigs, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ father let Myra decide her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ husband for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She wasn’t able to choose between Elya, 15 and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 56!

Elya realized that Madame Zeroni was right – Myra’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was as empty as \_\_\_\_\_\_\_\_\_\_\_\_ flowerpot and she did \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ love him.

Leaving his pig \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the happy couple, Elya went \_\_\_\_\_\_\_\_\_ the dock in disgust, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a job as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ deckhand on a passage to America. Out at sea, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ remembered too late his forgotten \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Madame Zeroni! Curses!

**POST- READING ACTIVITIES**

**Complete a minimum of FIVE activities. Encourage yourself to aim high.**

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| Bloom’s Level | Plot | Character | Setting |
| Remember | Answer questions from the story. | Write a paragraph describing your favourite character. | Draw a picture of Camp Green Lake. |
| Understand | Paraphrase in your own words what this story is about. | Describe in clear logical steps how Katherine Barlow, the schoolteacher became Kissing Kate Barlow. | Explain the history of Camp Green Lake. What did this area used to be like? |
| Apply | Write a letter to the editor pointing out the injustice of Sam’s death. | Interview a panel of inmates at Camp Green Lake, encouraging them to tell their story. Film the interview. | Construct a model of or draw a site map for Camp Green Lake, add labels. |
| Analyse | Conduct research on an inventor of your choice, make a poster and present this research project to the class. | Draw a Venn Diagram showing the similarities and differences between Stanley Yelnats and Elya Yelnats. | Do a SWOT analysis of Camp Green Lake. |
| Evaluate | The Curse: Justify Elya Yelnats’s decision against marriage to Myra and leaving on a boat to America, forgetting his promise to Madame Zeroni. | Write an article defending the Warden’s aggressive stance. Provide details of her backstory. | Write a report that assesses the damage to either:  1. Recreation Room in Camp Green Lake.  2. Kathryn Barlow’s schoolhouse. |
| Design | Create a Role Play for a subplot:  1. The romance of Katherine and Sam 2. Kissing Kate Barlow stealing from Stanley Yelnats I.  3. Stanley Yelnats III discovering a cure for smelly feet. | Compose a song/rap for Stanley and the other inmates to sing about their life at Camp Green Lake. | Write an original recipe for either:  1. Sploosh  2. Peach Preserves  3. How to grow onions that protect against yellow spotted lizards. |

**Year 10 Response Essay *Holes***

**How does Stanley’s character develop through the novel?**

**What changes does he make and why?**

**Scaffolding Guide**

**Introduction paragraph**

Stanley’s character changes in the novel *Holes*. This is because … (list the points you will make in the essay).

**Paragraph 2**

Describe how Stanley changed (point/statement)

Give an example(s) from the novel to show this (explanation)

Give quotes to show what you mean (examples)

Comment on how this supports your statement (link/comment)

**Paragraph 3**

Describe why you think Stanley changed (point/statement)

Give an example(s) of this from the novel (explanation)

Give quotes to show what you mean (examples)

Comment on how this supports your statement (link/comment)

**Conclusion**

Restate your statements from paragraph 2 and 3

**Options for Response Essay**

**1. Compare and contrast the similarities and differences between the novel and the film.**

**2. How does the character Katherine Barlow, the schoolteacher, transform into Kissing Kate Barlow, the outlaw?**

**3. Describe the role of the femme fatale in the novel *Holes* by Louis Sachar.**

Term 1 Planner

Week 1 Jan 28 – Feb 1

Teacher’s Only Week

Week 2 Feb 4 – Feb 8

Diagnostic Testing

Week 3 Feb 11 – Feb 15

Diagnostic Testing

Week 4 Feb 18 – Feb 22

Holes Pre-Reading Tasks

Week 5 Feb 25 – Mar 1

Holes Reading Tasks

Week 6 Mar 4 – Mar 8

Holes Reading Tasks

Week 7 Mar 11 – Mar 15

Holes Reading Tasks

Week 8 Mar 18 – Mar 22

Holes The Movie

Week 9 Mar 25 – Mar 28 Easter

Holes Activity Matrix

Week 10 Apr 3 – Apr 5 Easter

Holes Activity Matrix

Week 11 Apr 8 – Apr 12

Holes Response Essay

Week 12 Apr 15 – Apr 19

Holes Activity Matrix Project Hand-in

Self Evaluation of Positive Learning